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ABSTRACT

The fifth grade instructional unit, part of a grade school level career education series, is designed to assist learners in understanding how present experiences relate to past and future ones. Before the main body of the lessons is described field test results are reported and key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks. Instructional procedures are presented in three sections--an introduction, learners' tasks, and a summary. Some supplemental activities are presented, strategy and resource profiles provided, and assessment procedures outlined. The unit's primary intent is to develop beginning competencies in giving and following directions, and the lessons emphasize practice in both giving and following directions. The learner will also be made aware of occupational settings and school tasks which involve directions. The seven and one-half hour unit relates primarily to the language arts area and is suitable for group and individual instruction. An instruction strategy guide is appended, containing several types of instructional strategies: giving directions, role playing, discussion, question and answer, demonstration, and pantomime. (MW)

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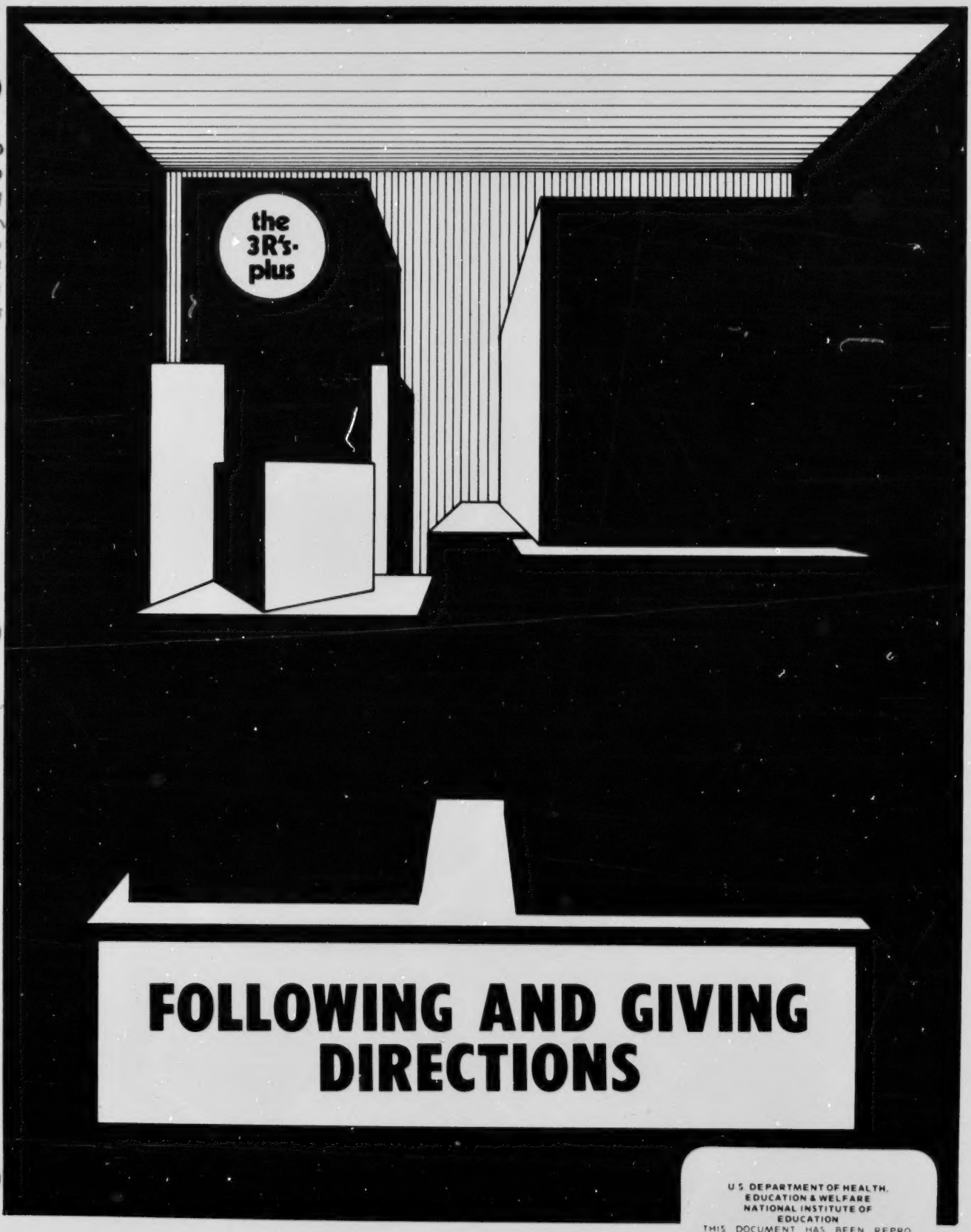


# FOLLOWING AND GIVING DIRECTIONS

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# FOLLOWING AND GIVING DIRECTIONS

FIFTH GRADE

*Principal Writer: Nancy Davis*

ARIZONA STATE DEPARTMENT OF EDUCATION
W. P. SHOFSTALL, PH.D.
SUPERINTENDENT OF PUBLIC INSTRUCTION

*June, 1973*

Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

# CAREER EDUCATION RATIONALE

*"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.*

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all learners. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms.

## GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARN TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

FOLLOWING AND GIVING DIRECTIONS

This instruction unit, which relates to the Career Education outcomes, has been field tested in the state of Arizona. A report of the field test results is available upon request.

This unit is a suggested procedure. Feel free to adapt it to meet the needs of your particular students and situation. The following are suggestions made by the field test teachers.

OVERVIEW:

1. It was suggested that Lesson Four, "Can You Follow Directions?," page 47, should be the first lesson and that Lesson One, "Methods for Giving Directions," page 13, should be the fourth lesson.

2. Possibly no more than thirty minutes a day should be spent on a lesson.

3. Oral activities should be practiced as the skills are learned with each successive lesson. This could be a learner-learner drill, an instructor-learner drill, or a learner-instructor drill.

4. The assessment items for Lessons Three and Five should be treated independently but those for Lessons One, Two and Four could be treated collectively.

SPECIFICS:

Lesson One:

a. If this lesson is moved to Lesson Four as recommended, the summary on page 16 will have to be modified.

b. You may wish to provide more examples of written and oral directions.

Lesson Two:

a. If Lesson Four was moved to Lesson One, the introduction to this lesson on page 32 will have to be modified.

b. The activity on page 23 could make use of small groups rather than using individual learner input.

Lesson Three:

a. The "Map of Dry Gultch" on page 45 was found hard to read as a transparency. Duplicate copies for students.

b. If Lesson Four has been moved to Lesson One, the last paragraph of the summary on page 40 should be changed.

Lesson Four:

a. The class could be divided into groups of 2-3 with each group discussing and determining the guidelines that should be used when following written directions.

Lesson Five:

a. Be sure to prepare your learners for role playing. See page 100.

b. The task on page 64 also lends itself to small group activity. Each group could think of and record situations and occupations, at school, or at home in which directions are given and/or followed.

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# UNIT DESIGN

## Overall Purpose

This instructional unit will become an integral part of a total K-12 career education curriculum. This unit has been developed to afford the instructor maximum flexibility in its utilization. When planning for the use of this unit, it will be helpful for the instructor to give attention to the following characteristics.

## Goals

The unit goals of this career education unit are stated expectations toward which the instruction/learning effort is directed. It is intended that these unit goals be implicit in the total curriculum and also consistent with the accepted maturation patterns of learners.

## Performance Objectives

The performance objectives are derived from the unit goals and are intended to specify the expected behavior of the learners.

## Lessons

The lessons will help the instructor meet the performance objectives and are designed to assist learners in understanding how present experiences relate to past and future ones. The lessons are broken down into several parts. Before the main body of the lessons are described,

key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks.

The instructor procedures are presented in three sections:

INTRODUCTION. This section provides continuity within the unit and makes the learners aware of what they are to accomplish, how they will accomplish it, and why they are studying the particular concepts of the lesson.

TASKS. This section provides a detailed description of the content and activities used to deliver the specified outcomes. An attempt has been made to ensure that the activities are learner-oriented, free from irrelevancies, interesting, presented in small, sequential steps, and complete. Each lesson includes tasks which allow the learners to practice the desired outcome. Sample questions and responses are provided along with suggestions to the instructor for accomplishing the task.

SUMMARY. This section provides closure on the lesson and, if possible, a culminating activity for the learners. It also provides transition from one lesson to another.

## Resources

Instructional resources (materials, equipment, and/or persons) are suggested in the lesson. These resources have been designed and developed so that an instructor may deliver the lessons with minimal preparation time. Worksheets are prepared so that an instructor need only take the page in the unit and use it with an opaque projector or prepare a transparency or ditto master. A *Unit Resource Profile* has been prepared and is provided in the early part of the unit. Materials used in a lesson are located at the end of that lesson.

## Assessment Procedures

The purpose of the assessment procedures is to determine the learners' level of achievement of the performance

objectives. The descriptions, directions, and keys to all items are presented along with the lesson description. Assessment items are placed directly after the lessons, but before any worksheets. This will allow the instructor to administer the assessment item(s) after each lesson.

Most of the items may be used to preassess learners before they begin the unit if the instructor desires.

## Instructional Strategy Guides

The unit contains several types of instructional strategies: giving directions, role playing, discussion, question and answer, demonstration, and pantomime. Instructor guides for these strategies are presented in the appendix, with specific references given in the lessons. A *Unit Content Strategy Profile,* which is also a quick reference to the strategies used in each lesson, is provided in the front part of this unit.

# UNIT OVERVIEW

## Purpose of This Unit

The primary intent of this unit is to develop beginning competency in giving and following directions. The learners will be made aware of the fact that many activities in occupations and at school, involve giving and/or following directions. Throughout the lessons activities are outlined to give the learners practice in both giving and following directions.

This unit emphasizes that the learners need practice in both giving and following directions. The activities in the lessons will enable the learners to increase their skills in this area. Guidelines are outlined in the lessons to aid the learners both in producing and following sets of directions. Along with this, the learners will be made aware of occupational settings and school tasks which involve directions.

## Intended Use Of This Unit

This unit was developed by experienced classroom instructors and reviewed by curriculum personnel not associated with its development.

GRADE PLACEMENT

This unit has been written to be primarily used at the fifth grade level.

SUBJECT AREA

All of the lessons in the unit are related to the language arts area of the curriculum. Experiences are also provided in the area of art.

DURATION

The lessons within the unit have been written to provide a total of 7 ½ hours instructional time.

GROUPING

The unit lends itself to varied types of grouping. There are provisions for large group, small group, and individual activities.

## Preparing To Teach This Unit

Two *Unit Profiles* which follow this section have been prepared to give you an overview of the time, content, instructional strategies, and resources required for delivery of each lesson in this unit. These profiles provide a synopsis which will assist you in gaining a general understanding of the entire unit.

## Special Considerations

Read the total unit and obtain resource materials before beginning.

Read each strategy in the appendix.

Lesson 2 is divided into two sessions. Allow two days for the first session and three days for the second session.

A transparency is suggested as a resource material in Lesson 3. If an overhead projector is not available, an opaque projector could be used or a copy reproduced for each learner.

Lesson 2 and Lesson 3 are closely related and could be reversed in the sequence of presentation. It might be beneficial to provide motivation and to allow more time for planning and presentation of the demonstrations in Lesson 3.

Before the learners leave school on the day that Session I of Lesson 2 has been presented, remind them to bring any materials they need for the demonstrations on the following day.

The worksheet entitled *Can You Follow Directions*, found in Lesson 4 is to discover how many learners actually followed all directions. If they do read all the steps, they will discover that they are only to complete the first two steps.

The supplemental activity found at the end of Lesson 4 is a good activity to test the learners' ability to follow oral directions.

# UNIT CONTENT/STRATEGY PROFILE

| Lesson | Time | Content | Instructional Strategies |
|---|---|---|---|
| 1 | 40 min. | Learners will identify methods of giving directions and give examples of each method. The methods are listed in the lesson. They also suggest occupations in which directions are given and pantomime those occupations. | Discussion<br>Pantomime |
| 2 | 195 min. | Learners will list the necessary elements of a set of directions and then produce a set of directions which includes all of the necessary elements. They then will give demonstrations in which they describe a step-by-step process. | Discussion<br>Small group work<br>Demonstration |
| 3 | 45 min. | Learners will identify the missing elements in a set of directions and correct the directions. | Discussion<br>Story<br>Worksheet |
| 4 | 90 min. | Learners will list guidelines for following directions and complete a product by following a set of directions. | Discussion<br>Worksheet<br>Pinwheels |
| 5 | 80 min. | Learners will suggest school tasks and occupational settings which involve giving or following directions and role play their suggestions. | Discussion<br>Role playing |

## UNIT RESOURCE PROFILE

| Lesson | Within Unit | To Be Acquired By Instructor |
|---|---|---|
| 1 | *Pantomime Strategy* (Appendix)<br><br>*Discussion Strategy* (Appendix)<br><br>*Questioning Strategy* (Appendix)<br><br>Assessment item | |
| 2 | Information sheet: *Table Setting Diagram*<br><br>*Demonstration Strategy* (Appendix)<br><br>Assessment item<br><br>Assessment item: *Product Assessment Form* | |
| 3 | Transparency master: *Map of Dry Gulch*<br><br>Assessment item | Overhead projector<br>8 1/2" x 11" writing paper |
| 4 | Worksheet: *Can You Follow Directions?*<br><br>Information sheet: *Directions for Making a Pinwheel*<br><br>*Pattern for a Pinwheel*<br><br>*Giving Directions Strategy* (Appendix)<br><br>Assessment item | 9" x 12" white construction paper<br>Crayons<br>Scissors<br>Tape<br>Unsharpened pencils<br>Straight pins<br>Straws |
| 5 | *Role Playing Strategy* (Appendix)<br><br>Assessment items | |

# METHODS FOR GIVING DIRECTIONS

## LESSON ONE

### CONCEPT

The methods for giving directions are:

1. Gestures
2. Oral
3. Written

### PERFORMANCE OBJECTIVE

*The learner will name methods for giving directions and give an example for each method.*

### LESSON TIME

40 minutes

### NEW VOCABULARY

*Communication* - exchanging information

*Gesture* - signal given by movement of the hand, head, or body

*Pantomime* - telling a story by movements of the body

## Resources Required

| FOUND WITHIN LESSON | ACQUIRED BY INSTRUCTOR |
|---|---|
| *Pantomime Strategy* (Appendix) | |
| *Discussion Strategy* (Appendix) | |
| *Questioning Strategy* (Appendix) | |
| Assessment item | |

## Instructor Preparation Tasks

Read the following strategies:

1. *Pantomime Strategy*
2. *Discussion Strategy*
3. *Questioning Strategy*

Duplicate a copy of the assessment item for each learner.

## Instructional Procedures

INTRODUCTION

To begin this series of lessons, gesture to one learner to come to the front of the room without speaking to him. After he has arrived there, ask him how he knew he was to come to the front. He should say that he knew from the hand signal given by the teacher. Explain to the learners that the *gesture* or hand signal was an exchange between the instructor and the learner, or a form of communication. Some learners may not know what communication means. Ask them to define communication.

*Desired responses:*

1. *Communication is speaking and listening.*
2. *Communication is writing.*
3. *Communication is explaining by using signals.*

Explain that the definition of *communication* is exchanging information. It is not difficult to communicate, but to communicate clearly requires development of certain skills. One skill which requires some practice is being able to give and follow directions well. Because this skill is used often at school, in everyday life, and in most occupations, the learners will practice giving and following directions throughout the lessons.

In the first lesson the learners will be discovering several methods for giving directions, and they will be acting out or pantomiming situations in which each method might be used.

TASKS

Begin the discussion by asking the learners to think of various ways directions are given. Remind them that at the beginning of the lesson one kind of direction giving was demonstrated. Ask them what method was used.

*Desired response:*

*When the instructor gestured to (use learner's name), directions were given.*

Using gestures and facial expressions to communicate is one method of giving directions. Ask the learners to think of gestures which are interpreted as directions.

*Possible responses:*

1. *When a person nods or shakes his head, a definite direction is given.*
2. *A policeman gives directions by signaling with his hands.*
3. *A teacher can signal to the class to stand up or sit down by gesturing with her hands.*

Explain to the learners that in many occupations, directions are given through gestures. Ask them to suggest occupations in which directions can be given through gestures. Select those occupations which could be pantomimed, and record the suggestions on a sheet of paper. Select those occupations which could be pantomimed. Along with their ideas, these occupations could also be suggested.

*Suggested occupations:*

1. *Policeman directing traffic*
2. *Dentist giving directions on how to brush teeth correctly*
3. *Orchestra conductor directing an orchestra*

Ask for volunteers to pantomime the occupations which were suggested and the rest of the class will try to guess what occupation is being portrayed. Explain to the learners that to *pantomime* is to tell a story by movements of the body.

If the learners cannot recall an occupation named in the discussion, explain to them that you made a list of several occupations, and that you will give them a suggestion when they come to the front of the room.

After completing the activity, explain to the learners that the use of gestures is only one way in which directions are given. Ask them to think of other methods.

*Desired responses:*

1. *Directions are given orally.*
2. *Directions are given in written form.*

The learners hear and read directions every day at school, so these methods are familiar to them. However, at school they are usually following directions rather than giving them. There are times at school when they do give directions. Ask them to think of situations in which they might give directions at school.

*Possible responses:*

1. *On the playground directions are given as to how a game is played.*
2. *In explaining a science experiment, written directions should be given to make the process clear.*
3. *When visitors come to the school, they may ask directions to the office.*

SUMMARY

Explain to the learners that they should practice directions at school because there will be times, both in everyday life and in future occupations, when they will need to know how to give clear directions. In the next lesson the learners will be discovering rules and guidelines to follow in giving directions. Along with this, they will practice giving directions by explaining a step-by-step process in the form of a demonstration.

## Assessment Procedures

DESCRIPTION

A completion item is used to assess the achievement of the objective. This may be used independently or collectively with the assessments for Lessons 2 and 4.

DIRECTIONS

The learners will read the item and record their responses in the form of a list. The examples given by the learners will vary because of the nature of the question. Assistance with the vocabulary may be given by the instructor.

KEY

1. Orally - completing a task described by the teacher
2. Written form - putting a model car together from a manual
3. Gestures - a policeman directing traffic

Name_____

Date_____

Lesson 1

# ASSESSMENT ITEM

List the three ways directions are given and give one example of each.

1.

2.

3.

# GUIDELINES FOR GOOD DIRECTIONS

## LESSON TWO

### CONCEPT

The guidelines for stating a set of directions are:

1. The directions should be clearly stated.
2. The directions should be complete.
3. The steps included in the directions should be in consecutive order.
4. The directions should be brief and contain no unnecessary details.

### PERFORMANCE OBJECTIVES

*The learner will list the necessary elements of a set of directions.*

*The learner will produce a set of directions which includes all the necessary elements.*

### LESSON TIME

Session I - 75 minutes
Session II - 120 minutes

### NEW VOCABULARY

*Demonstration* - a display or example

*Process* - a method or way of doing something

## Resources Required

| FOUND WITHIN LESSON | ACQUIRED BY INSTRUCTOR |
|---|---|
| Information sheet:<br>*Table Setting Diagram*<br><br>*Demonstration Strategy* (Appendix)<br><br>Assessment item<br><br>Assessment item<br>*Product Assessment Form* | |

## Instructor Preparation Tasks

Refer to the information sheet *Table Settings Diagram*.

Read the *Demonstration Strategy*.

Duplicate a copy of the assessment item for each learner.

Duplicate a copy of the *Product Assessment Form* for instructor's use.

## Instructional Procedures

### SESSION I

INTRODUCTION

In the first lesson the learners identified methods for giving directions and discussed how each method is used. In giving directions there are certain rules or guidelines to follow. These guidelines will be discussed in this lesson, and the learners will be applying these guidelines in preparing demonstrations.

The preparation of the set of directions to be used in the demonstrations gives the learners practice in stating a set of directions, as well as practice in organizing an orderly step-by-step process. Explain to them that a *process* is a method or way of completing something.

The demonstration is just one activity in which a type of directions is given. In preparing the demonstrations, the learners should compose directions which abide by the guidelines given in the lesson, so that their directions are easy to understand and follow.

TASKS

Ask the learners if they have ever been confused by a set of directions. If so, why were the directions confusing.

*Possible responses:*

1. *The directions weren't clear.*
2. *The directions had too many steps.*
3. *Several steps were left out.*

Explain to them that a set of directions can be confusing and misleading if they are not stated correctly. There are certain guidelines to consider when stating or writing a set of directions. Some important guidelines are:

1. The directions should be clearly stated.
2. The directions should be complete.
3. The steps included in the directions should be in consecutive order.
4. The directions should be brief and contain no unnecessary details.

Write the guidelines on the board and indicate to the learners that they will be using these guidelines in preparing a demonstration. Explain to the learners that a *demonstration* is a visual display.

Since materials or tools may be necessary for presenting a demonstration, the lesson will be extended over a two-day period. Today's lesson will involve choosing topics to be demonstrated and preparing the demonstrations.

Begin a discussion to bring out suggested topics to be described. Stress to them that they should select a topic that is:

1. Interesting and will keep the attention of the listeners
2. Easy to explain in a step-by-step process
3. Easily described in a brief manner

The learners should have their own ideas about what they would like to present, but if it is difficult to get the discussion under way, these suggestions can be made to them.

Suggestions:

1. Following recipes such as making salt dough
2. Assembling a bird house or bird feeder
3. Sewing on a button
4. Conducting an experiment
5. Describing rules of a game

Before the learners begin working on the demonstrations, they will need to have an example to follow in composing a set of directions. Both the instructor and the learners will be involved in producing the directions on how a table should be set in a restaurant. If objects used in setting a table such as a plate, knife, fork, spoon, napkin, etc., are not available, a diagram can be drawn by the learners on the board as they follow the directions. (A sample diagram is provided in the lesson, and an enlargement of the diagram is found at the end of the lesson.)

Remind the learners that the directions for setting a table must be stated as a step-by-step process and also that the directions should be clear, complete, and easy to follow.

Below is a set of directions to be followed in table setting. This set of directions is to be used as a guideline to aid the learners in composing a set of directions. As the learners name steps in the process, suggestions can be made as to how the directions should be stated. The steps should be written on the board so that if any changes are necessary they can be made easily. Also, the directions don't have to be stated in exactly the same order as the ones that are given.

Setting the Table:

1. The materials needed to set the table are:

   a. Dinner plate
   b. Dinner fork
   c. Salad fork
   d. Napkin
   e. Knife
   f. Spoon
   g. Salad plate
   h. Water glass
   i. Cup and saucer

2. The dinner plate is placed in the middle of the setting and should be about one inch from the edge of the table.

3. The dinner fork is placed left of the dinner plate, and the salad fork is placed left of the dinner fork.

4. The napkin is placed left of the two forks.

5. The knife goes to the right of the plate, with the blade facing the plate.

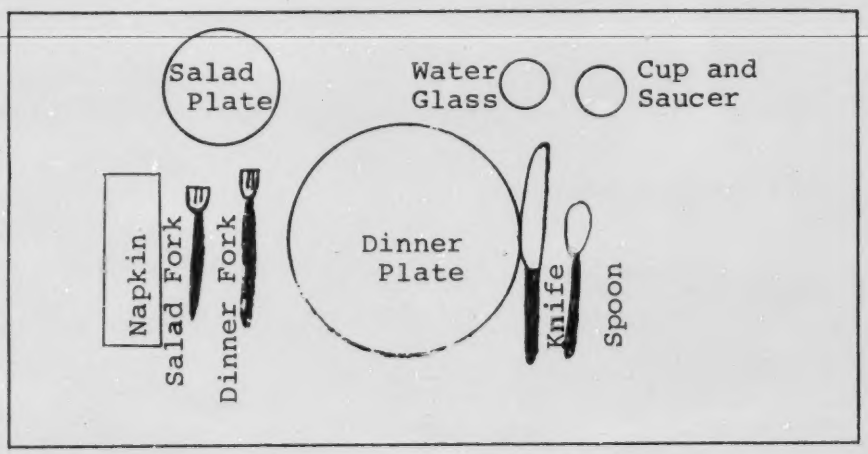
6. The spoon is placed to the right of the knife.

7. The salad plate is set above the fork and to the left of the dinner plate.

8. The water glass is placed above the knife and to the right of the dinner plate.

9. The cup and saucer are placed above the spoon and to the right of the dinner plate.

Below is a diagram showing how a place setting should look according to the directions given above.




Since the diagram of the table setting was drawn on the board, erase the drawing, but leave the rectangular shaped border drawn on the board.

Ask for volunteers to follow the steps in the set of directions. For example, the first volunteer will place the dinner plate in the middle of the setting and label it properly. The next volunteer will follow the second step in the set of directions, and so on until the diagram is complete.

Explain to the learners that the directions in their demonstrations should be similar to the directions given for table setting. This means that the topics they choose to demonstrate should be easily described in a step-by-step process.

Since it would be difficult to think of enough topics for each learner to present a demonstration, divide the class into groups of three or four learners and explain to them that they will work on the presentations as a group. Each group will select a topic to present and also a "team leader," who will give the presentation. All members of each group will be helping to write the outline for the demonstration to be presented. This includes the set of directions which describes the step-by-step process in each demonstration and also the actual dialogue which will be used in the demonstrations.

Allow the learners time to meet in their groups to select a topic. All topics must be approved by the instructor in order to eliminate duplications, and also so he/she can determine whether the idea actually could be presented. They should then proceed in preparing what will be presented in the demonstration. Tell them that they should not plan to present a long, involved process or one that requires a great deal of materials. If materials are necessary for carrying out the demonstration, have each group decide among themselves which members of the group will bring the needed materials. A time limit of ten minutes should be allowed for each demonstration, so that the lesson is not too time consuming. Charts, diagrams, the chalkboard, or other visual aids may be used if necessary. Encourage the use of visual aids, since they add to the understanding of the material being presented.

SUMMARY

Remind the learners that the directions given in their demonstrations must follow the guidelines which were listed on the board earlier in the lesson. In the next session, they will present the actual demonstrations to the class. They will be describing a step-by-step process in these demonstrations by following the set of directions they have prepared.

## SESSION II

### INTRODUCTION

In the last session the necessary elements of a set of directions were identified by the learners. Ask them to name these elements.

*Desired responses:*

1. *Clearly stated*
2. *Complete*
3. *Steps stated in order*
4. *Brief*

These elements were to be a guide for the learners in preparing their demonstrations. In this lesson they will present the demonstrations to the class. By presenting the demonstrations, the learners will be able to apply what they have learned about giving directions. Also, after each demonstration those listening to the directions will have an opportunity to prove how well they can follow directions by restating the directions given or by repeating the process described in the demonstration.

### TASKS

Before the demonstrations begin, remind those who will be giving the directions to speak clearly and slowly so that the other members of the class can follow the directions given.

Encourage the learners to listen for the main ideas as they listen to the demonstrations. After each demonstration, one or two learners will be asked to state the process described in the demonstration or actually repeat the process. This type of evaluation should determine two things:

1. If the directions are clear and complete, they should be easy to follow.
2. If those who are observing and listening to the demonstration can follow the directions, then they were listening carefully enough to repeat the directions.

Allow time for each demonstration and a short period of time after each demonstration for evaluation of the directions given. Stress to the learners that evaluation of the demonstrations should be of a constructive nature.

SUMMARY

After the demonstrations have been presented, ask the learners to consider situations in an occupation or at school in which a set of directions is necessary to demonstrate a step-by-step process.

*Possible responses:*

1. *A salesman often needs to demonstrate his product to a customer.*
2. *A doctor gives directions to his patients concerning medication.*
3. *On the playground, directions are given concerning rules for games.*
4. *A teacher gives directions when instructing a class on how to complete an art project.*

Point out to the learners that clear, complete directions are not always given. In the next lesson they will be exposed to incomplete directions, and they will have to correct the directions to make them complete and clear.

## ASSESSMENT PROCEDURES

DESCRIPTION

A completion item is used to assess achievement of the objective. This could be combined with assessment items from Lessons 1 and 4.

DIRECTIONS

The learners will read the item and record their responses in the form of a list. Assistance with the vocabulary may be given by the instructor.

KEY

The learners' responses must have included at least three of the following:

1. Clearly stated
2. Complete
3. Steps stated in order
4. Brief and contain no unnecessary details

DESCRIPTION

A *Product Assessment Form* is used to assess achievement of the objective.

DIRECTIONS

As the learners give the demonstrations, evaluate their presentations according to the assessment form. The instructor will use the following criteria to assess the demonstrations given by the instructor.

1. Directions are clearly stated.
2. Directions are complete
3. Steps included in the directions are stated in order.
4. Directions are brief and contain no unnecessary details.

KEY

Instructor's satisfaction

Name_____

Date_____

Lesson 2

# ASSESSMENT ITEM

List three items necessary for a set of good directions.

1.

2.

3.

Date_____

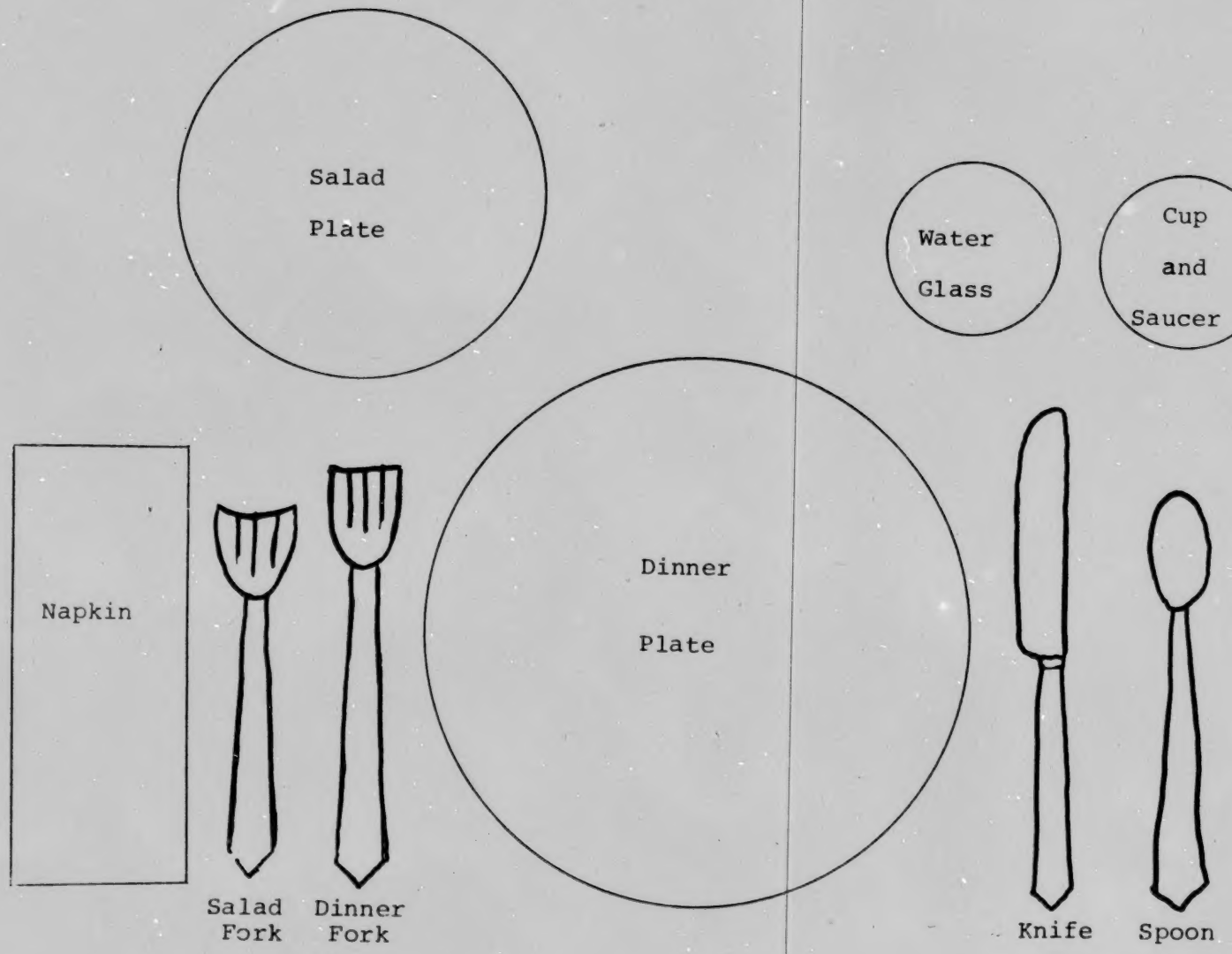
Lesson 2

# PRODUCT ASSESSMENT FORM

| LEARNER'S NAME | DIRECTIONS ARE CLEARLY STATED | DIRECTIONS ARE COMPLETE | | STEPS INCLUDED IN THE DIRECTIONS ARE STATED IN ORDER | DIRECTIONS ARE BRIEF AND CONTAIN NO UNNECESSARY DETAILS |
|---|---|---|---|---|---|
| EXAMPLE | ✓ | ✓ | | ✓ | ✓ |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Note to Instructor: Check the areas in which the learner follows the criteria given.

# TABLE SETTING DIAGRAM



# CORRECTING INCOMPLETE DIRECTIONS

## LESSON THREE

### CONCEPT

Directions must be stated in a clear, complete manner in order to be understood.

### PERFORMANCE OBJECTIVE

*Given a set of directions which are incomplete, the learner will identify the missing elements and correct the directions.*

### LESSON TIME

45 minutes

### RESOURCES REQUIRED

| FOUND WITHIN LESSON | ACQUIRED BY INSTRUCTOR |
|---|---|
| Transparency master: *Map of Dry Gulch* | Overhead projector |
| Assessment item | 8 1/2" x 11" writing paper |

### INSTRUCTOR PREPARATION TASKS

Prepare a transparency of the *Map of Dry Gulch*.

Duplicate a copy of the assessment item for each learner.

Obtain 8½" x 11" writing paper for each learner.

Obtain an overhead projector.

## Instructional Procedures

### INTRODUCTION

In the previous lesson the learners put into practice the guidelines for giving clear directions by presenting demonstrations. The guidelines to be followed were basic rules for direction giving. Ask the learners to state the rules.

*Desired responses:*

1. *Clearly stated*
2. *Complete*
3. *Brief*
4. *Steps stated in order*

Remind the learners of the discussion in the last lesson about confusing directions. When directions are incomplete or unclear, confusion often results. For example, if an air traffic controller gives false or incomplete directions to the pilot of an airplane, confusion or even disaster could result.

Explain to them that in this lesson they will be correcting sets of directions by either adding to them or changing them. This will give them further practice in stating good directions.

### TASKS

Explain to the learners that by keeping in mind the elements of a set of directions, they should be able to recognize whether or not a set of directions is clearly stated. To practice this skill, they will be given examples of incomplete directions through the use of a map.

Using the overhead projector and the transparency of the *Map of Dry Gulch*, read the first part of the story about the town of "Dry Gulch."

> A miner came into Dry Gulch to stay overnight. He came into the northwest part of town on Laramie Lane, and since he planned to stay overnight, he naturally wanted to find the hotel. Being a stranger in town, he decided to ask directions to the hotel, so he strolled into Harry's Livery Stable and asked Harry if he could direct him to the hotel. Harry replied, "Head down Laramie Lane and turn on Main Street. Go down a ways and you can't miss it."

Ask the learners what was missing from these directions and how the directions could be changed so they would be more complete and clear.

*Possible response:*

*Go south on Laramie Lane past Mason's General Store until you come to Main Street. Turn left on Main Street, cross Lincoln Street, and the Dry Gulch Hotel is the first building on the south side of the street.*

Ask two or three learners to restate the directions in their own words. Then present another situation, using the transparency.

> Sally Henderson needed extra supplies for her dressmaking shop, so she ordered them from a nearby town. The delivery man entered town at the east end of Main Street and asked a young boy who had just left the bank if he would kindly give him directions to Sally's Dressmaking Shop. The young boy thought for a moment and then said, "Keep going on Main Street until you cross three streets. Turn right on the third street and Sally's shop is on the left."

Ask several other learners to restate the directions to make them more complete and clear.

*Possible response:*

*Going west on Main Street, you will cross Lincoln Street. Continue on Main Street past Laramie Lane. The next street is Carriage Lane. Turn right on Carriage Lane, and you will see the newspaper office on your left. Sally's shop is next door to the newspaper office.*

Since everyone in the class did not have a chance to restate directions orally, ask all of the learners to make up a story of their own, using the map on the transparency. Keep the transparency projected so that the learners can refer to it. The directions given in their stories should be as clear and complete as they can make them.

After they have written their stories, they will give them to another member of the class to read. If any corrections need to be made, the learners reading the the directions should make corrections on a separate

sheet of paper. This will give them further practice in stating a set of directions. If time allows, some of the stories can be read aloud to the class.

SUMMARY

From this lesson the learners were given further evidence of the importance of stating clear, complete directions. They also had a chance to practice stating directions in their own words by correcting and changing directions which were not properly stated.

In the next lesson the learners will practice following directions without help from the instructor. They will be given two activities in which they will have to read directions and follow what they have read.

## ASSESSMENT PROCEDURES

DESCRIPTION

A map is used as the assessment item. A set of incomplete directions accompanies the map.

DIRECTIONS

The learners will read the incomplete directions accompanying the map and then correct the directions, so that they are clear and complete.

KEY

1. Go north on Walnut Street to Sycamore Avenue.
2. Turn right on Sycamore Avenue.
3. Continue on Sycamore Avenue past Aspen Drive to Birch Street.
4. Turn right on Birch Street.
5. Continue on Birch Street to Alpine Avenue.
6. Turn left on Alpine Avenue and the Post Office is on the left hand side of the street, about the middle of the block.

Name_____

Date_____

Lesson 3

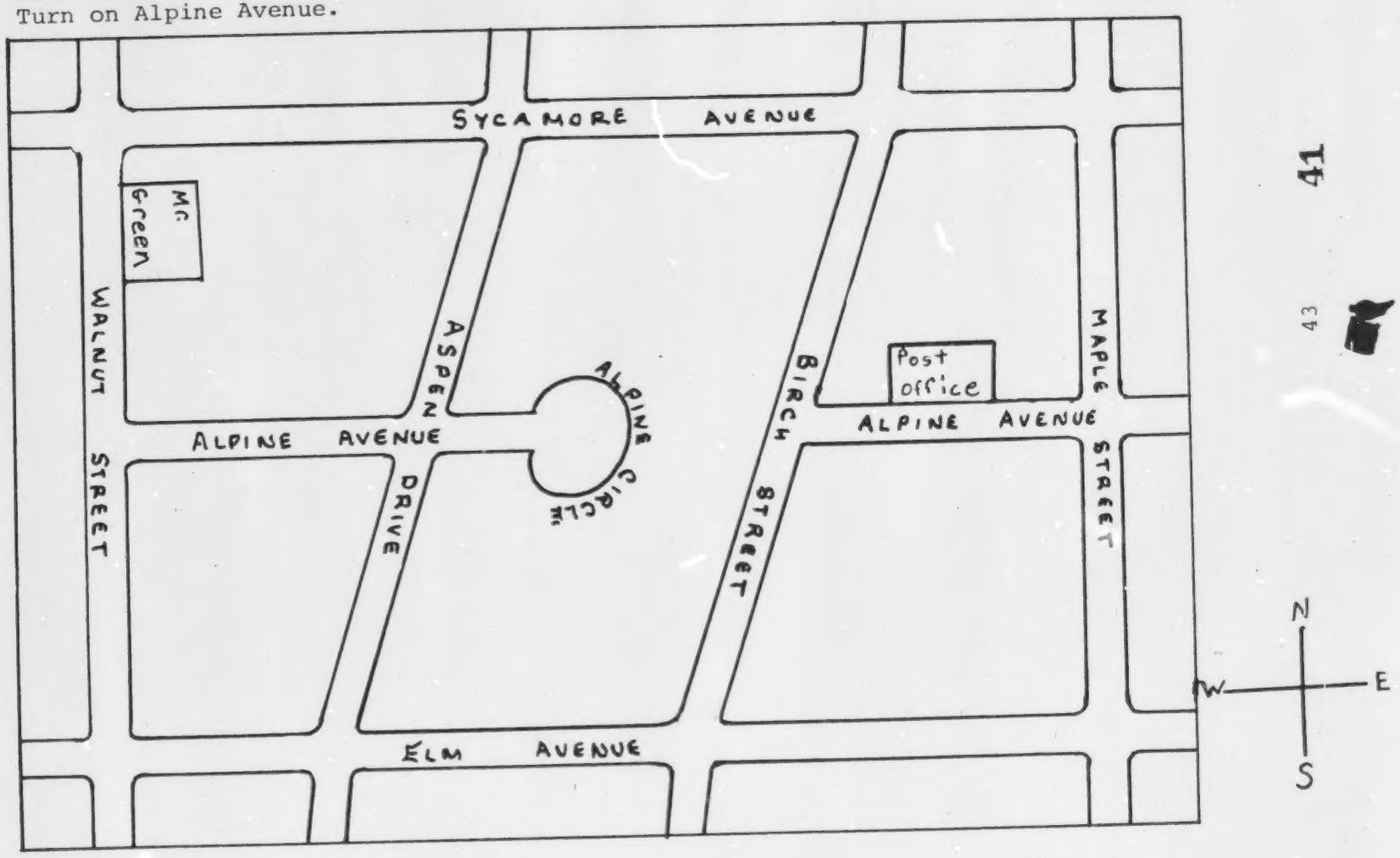
# ASSESSMENT ITEM

State the directions clearly so that Mr. Green would arrive at the post office.

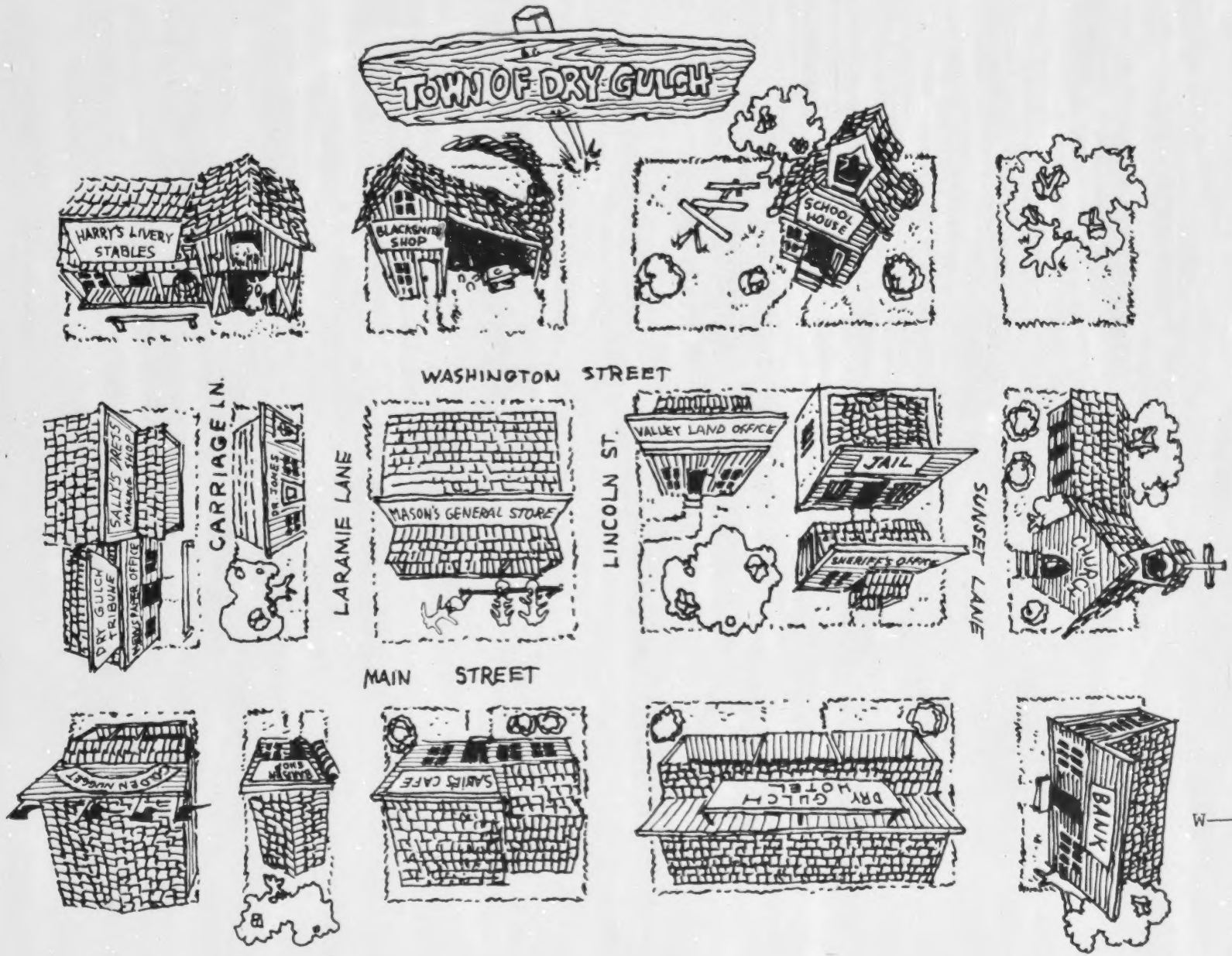
# ASSESSMENT ITEM

Mr. Green was given directions from his house to the post office, but the directions were not complete. How could these directions be stated more clearly so that Mr. Green would arrive at the post office.

1. Turn on Sycamore Avenue off of Walnut Street.
2. Turn onto Birch Street.
3. Turn on Alpine Avenue.



# MAP OF DRY GULCH



# CAN YOU FOLLOW DIRECTIONS?

## LESSON FOUR

### CONCEPT

There are certain guidelines to consider when following directions.

### PERFORMANCE OBJECTIVES

*The learner will list guidelines for following directions.*

*Using a set of directions for producing a product, the learner will complete the product.*

### LESSON TIME

90 minutes

### RESOURCES REQUIRED

| FOUND WITHIN LESSON | ACQUIRED BY INSTRUCTOR |
|---|---|
| Worksheet: *Can You Follow Directions?* | 9" x 12" white construction paper |
| Information sheet: *Directions for Making a Pinwheel* | Crayons |
| *Pattern for a Pinwheel* | Scissors |
| *Giving Directions Strategy* (Appendix) | Tape |
| Assessment item | Unsharpened pencils |
| | Straight pins |
| | Straws |

## Instructor Preparation Tasks

Duplicate a copy of the following items for each learner:

1. *Can You Follow Directions?*
2. *Pattern for Pinwheel*
3. *Directions for Making a Pinwheel*
4. Assessment item

Acquire the following for each learner:

1. One sheet of 9" x 12" white construction paper
2. Scissors
3. One straight pin
4. Crayons
5. One unsharpened pencil

Have tape available for the learners' use.

Cut one piece of a paper straw (about 1/2" long) for each learner. The straw will act as a washer between the pencil and the pinwheel.

Read *Giving Directions Strategy*.

## Instructional Procedures

### INTRODUCTION

In the previous lessons the learners have been given practice primarily in stating directions. This lesson will deal with practice in following directions given by someone else. Because the learners are in school, they are familiar with the fact that they must follow directions in order to succeed in their work. Explain to them that in an occupation and in everyday life, they will be following many kinds of directions, so they should become aware of the importance of listening to oral directions and reading directions carefully.

### TASKS

Begin the lesson by distributing the worksheet entitled *Can You Follow Directions?* Some of the learners may be familiar with the exercise, so stress to the class that they must not talk during the time they are working on the worksheet. (The object of the worksheet is to discover how many learners actually read the directions carefully, because the first step on the worksheet states that they are to read <u>all</u> directions before beginning. If they do read all the steps, they will discover that they are only to complete the first two steps on the sheet.)

Allow the learners plenty of time to complete the worksheet. If several members of the class discover that only steps one and two are to be completed, stress to them that they must remain quiet so they don't alert the others about the worksheet.

When most of the class have finished the worksheet, point out that if the directions at the top of the page were followed, only numbers one and two would have been completed. Ask the learners how many of them completed the worksheet through number nine. There were probably several learners who did not follow the directions, and they did not realize what they were really supposed to do until they had completed the entire worksheet. Point out that this is easy to do if close attention is not paid to all directions.

Explain to the learners that there are certain guidelines to consider when following written directions. Ask if they can think of what these guidelines might be.

*Desired responses:*

1. *Read all directions.*
2. *Do not omit steps.*
3. *Follow steps in the order given.*

Point out to the learners that there are many situations in which oral directions are given. The guidelines are similar to those for following written directions, except that oral directions cannot be reviewed unless they are repeated. To further test the learners' ability to follow written directions, distribute the materials necessary for making a pinwheel. The materials needed for each learner are:

1. *Directions for Making a Pinwheel*
2. *Pattern for a Pinwheel*
3. One sheet of 9" x 12" heavy white construction paper
4. Crayons
5. Scissors
6. Straight pin
7. Tape
8. One unsharpened pencil
9. Small piece of a paper straw (1/2" piece)

Explain to the learners that they will be constructing a pinwheel without help from anyone. Read aloud the list of materials that each of them should have before they begin to make sure they have all the materials needed.

Give the learners time to construct the pinwheels. Do not allow them to ask questions or talk to one another. They must work entirely on their own.

When most of the learners have completed the task, check the pinwheels to see if they were constructed correctly. Check each learners' pinwheel as to whether or not each step was followed completely. If each step was followed, the pinwheel should spin freely. If some pinwheels do not spin as they should, ask the learners which part of the directions were not followed properly.

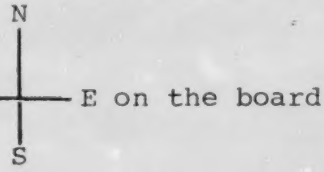
SUMMARY

Explain that directions need to be followed in many situations in everyday life if plans are to be carried out successfully. Tell the learners that in the next lesson they will be discussing various situations in which directions are given or followed, and then acting out or role playing some of those situations.

SUPPLEMENTAL ACTIVITY

FOLLOWING ORAL DIRECTIONS

To give the learners practice in following oral directions, distribute to each learner a sheet of unlined 8½" x 11" paper. Explain to them that they will have to listen carefully to the instructions given because they will be stated only once. Also, they may not ask questions as the instructions are being given. They will be sketching a map of a park, according to the instructor's oral directions.

Before beginning, write the symbol 

on the board.

Ask if anyone knows what this means.

*Desired response:*

*It is a symbol for the directions north, south, east and west.*

Ask which wall in their classroom is the north wall; south wall; west wall; east wall. Question several learners about the directions to reinforce their understanding.

Begin giving the instructions. Speak slowly because each step is to be stated only once. The steps to follow are listed below:

1. Draw the symbol for north, south, east, west in the bottom right hand corner.
2. In the northeast corner of the park, draw three trees.
3. In the center of the park draw a swimming pool in the shape of a rectangle.
4. In the southwest corner of the park draw a flower garden.
5. In the northwest corner of the park, place a baseball diamond including first base, second base, third base, home plate, and the pitcher's mound.

After the directions have been given, walk around the room to see how many of the learners could actually follow the instructions. Stress to them that when they are given oral directions, they must keep their mind on what they are to do and listen for "key" words, and the directions should be easier to follow.

A *Sample Map* is provided at the back of the lesson to give the learners an idea of how the map should look when it is complete.

## Assessment Procedures

### DESCRIPTION

A completion item is used to assess achievement of the objective. Could be combined with assessments of Lessons 1 and 2.

### DIRECTIONS

The learners will read the item and record their responses in the form of a list. Assistance with the vocabulary may be given by the instructor.

### KEY

1. Read all directions
2. Don't omit steps
3. Follow steps in the order given

Name_____

Date_____

Lesson 4

# ASSESSMENT ITEM

List three guidelines for following directions.

1.

2.

3.

# CAN YOU FOLLOW DIRECTIONS?

Read all directions before beginning.

1. Write your first and last name in the upper right hand corner of this sheet.

2. Write your age in the blank provided. I am _____ years old.

3. Add: 62 + 38 + 33 = _____

4. Print your teacher's name in the blank provided _____.

5. Write today's date in the blank provided. Today is _____.

6. Trace your hand on the back of this sheet.

7. Write your birthday in the blank provided. My birthday is _____.

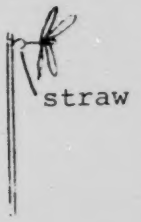
8. Multiply the number of students in your class today times 2 _____.

9. Answer only questions number 1 and 2.

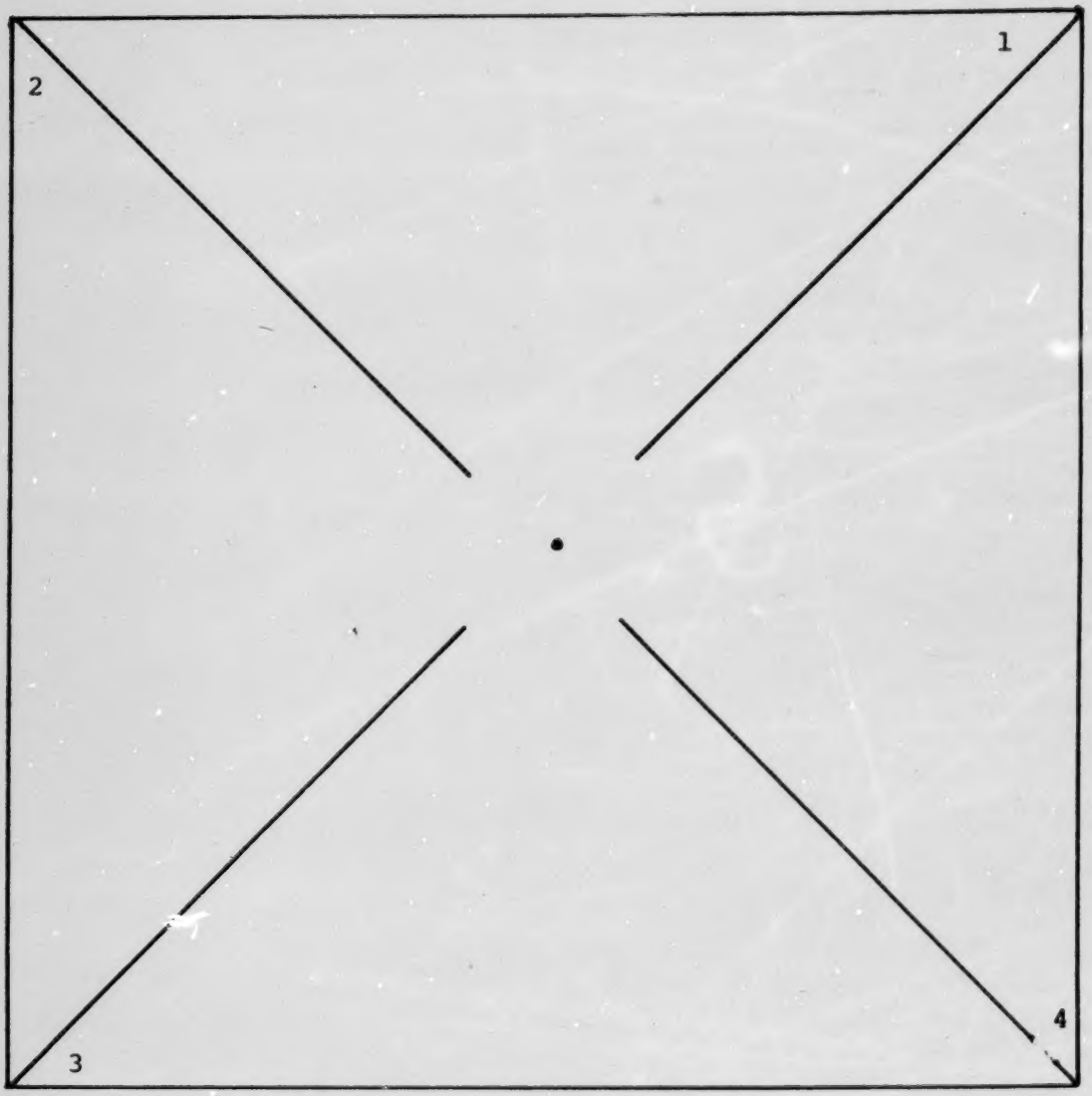
# DIRECTIONS FOR MAKING A PINWHEEL

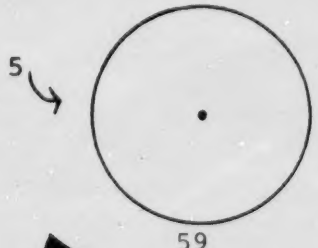
1. Trace the pattern for the pinwheel on the construction paper.
2. Color the pinwheel with crayons. It can be colored on both sides.
3. Cut out the square.
4. Cut out the pattern for the small circle labeled 5. Trace the circle on part of the construction paper that is remaining, and cut it out. Mark the dot on the circle as it is on the pattern.
5. Draw the dot in the center of the square.
6. Draw the lines as shown on the pattern. These lines go <u>almost</u> to the center.
7. Cut along these lines, but do not cut to the center dot.
8. Bend points 1, 2, 3, and 4 to the center dot and tape them together.
9. Take the straight pin and push it through the center of the circle and then through the points which have been taped.
10. Put the pin through the open part of the piece of straw. (See example below)
11. Stick the pin into the eraser of the pencil so that the pinwheel is attached to a handle.
12. If you followed the directions carefully, you should have a pinwheel that spins!

Example:

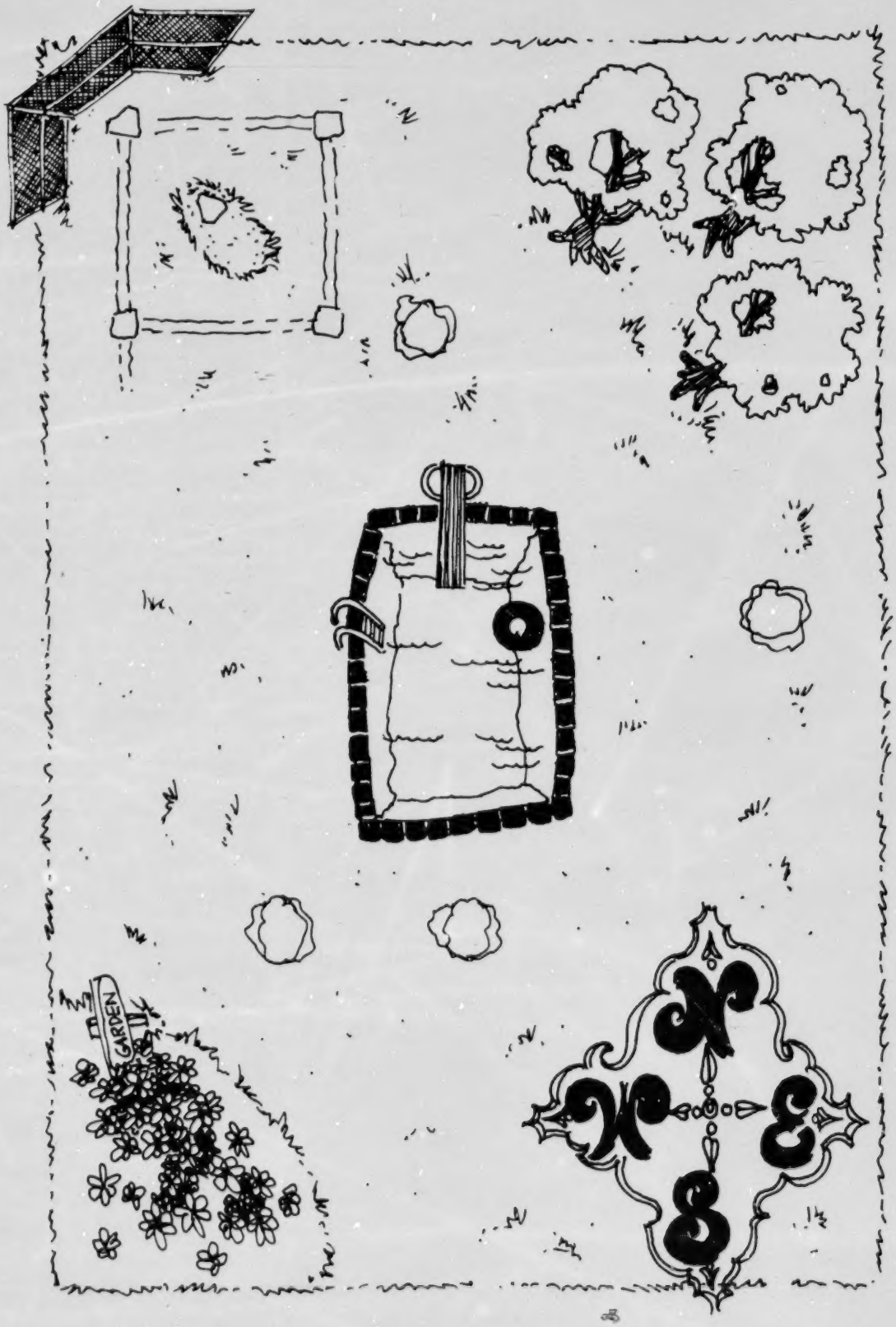


# PATTERN FOR A PINWHEEL



# SAMPLE MAP



# ROLE PLAYING SITUATIONS INVOLVING DIRECTIONS

## LESSON FIVE

### CONCEPT

Many occupational settings and school tasks involve giving and/or following directions.

### PERFORMANCE OBJECTIVES

*The learner will name school tasks in which directions are given or followed.*

*The learner will name occupational settings in which directions are given or followed.*

### LESSON TIME

80 minutes

### NEW VOCABULARY

*Role playing* - acting out or playing the part of another person

*Realistic* - very real, true to life

### RESOURCES REQUIRED

| FOUND WITHIN LESSON | ACQUIRED BY INSTRUCTOR |
|---|---|
| *Role Playing Strategy* (Appendix) | |
| Assessment items | |

## Instructor Preparation Tasks

Read the *Role-Playing Strategy*.

Duplicate a copy of the assessment items for each learner.

## Instructional Procedures

### INTRODUCTION

In the previous lessons the learners were given exercises to build their skills in giving and following directions.

Explain to the learners that numerous situations in everyday life involve giving or following directions. In this lesson the learners will be acting out, or role playing, occupational settings and school settings in which directions are involved. This should help them realize the importance of directions in real-life situations.

### TASKS

Ask the learners to think of situations in occupations, at school, or at home in which directions are given and/or followed.

*Possible responses:*

1. *When a doctor gives a patient instructions about medication, the patient must follow the instructions to get well.*
2. *A cookbook gives directions for a housewife, a baker, or a cook to follow.*
3. *A machinist in a factory must follow directions on how to operate various machines to avoid injury to himself or damage to the machines.*
4. *A housewife follows directions on how to use certain products.*
5. *A taxicab driver follows maps as well as directions given by his customers.*
6. *A lifeguard gives directions on rules to be followed for water safety.*

7. *An orchestra leader gives directions to an orchestra about how they are to play and when to play.*
8. *A mother gives directions to her children about how to make a bed, wash dishes, work in the kitchen, etc.*
9. *A movie director gives directions for all those involved in the making of a movie (cameraman, actors, sound effects technicians, etc.) to follow.*
10. *A construction foreman gives instructions to construction workers about how certain jobs are to be done.*
11. *A teacher gives directions for her class to follow every day.*

List any suggestions on the board which could be acted out in a role-playing situation. Explain to the learners that they will not have to speak in front of the class alone. Each situation to be acted out will involve at least two members of the class. The class will be divided into groups to make the presentations.

Before dividing the class into groups, explain to them just what it is they will be doing. *Role playing* can be described as acting out or playing the part of another person. Since the learners will be in groups, each group will select an occupational setting or a school setting to role play. Then they will develop a short skit with dialogue pertaining to giving and following directions. In some cases giving and following directions can be combined. Since props are not available, the learners will have to be imaginative in making the situations as realistic as possible.

To further clarify their task, read the following story to the learners.

> Jim had an appointment with Dr. Gibson, the new dentist in town. He wasn't sure where the office was, so he called the dentist's receptionist, and asked directions to the office. When he arrived at the office, Dr. Gibson checked his teeth and by using a plastic model of a set of teeth, showed Jim how to brush his teeth. Then he asked Jim to demonstrate the proper way to brush teeth, using the plastic model. Jim had listened carefully to the instructions, so he knew what to do.

After reading the story, tell the learners that three members of the class are going to role play this situation. Select three volunteers; one to play the part of Jim, one to play Dr. Gibson, and one to play the receptionist. Have them act out the story, making up the dialogue as they go along. Stress to them that they must pretend that they are using certain objects used in the story, such as the telephone or the model of the teeth.

After the story has been portrayed, ask the learners if they felt that the situation could happen in real life. Point out to them that any situation to be role played should be *realistic*, which means being true to life.

After this presentation, the learners may have further suggestions for situations where giving or following directions are involved. If so, list those suggestions on the board, along with the suggestions which were listed on the board earlier in the lesson. Divide the class into groups of three or four learners. Allow them time to discuss which setting from the list on the board they would like to role play. It may be that some settings involve four or more people. In that case, two groups may work together.

Another possibility that could be role played is a situation in which incomplete or unclear directions are given. Then the results of the poor directions can be brought out. For example, if a service station attendant gave incorrect directions to a motorist, the motorist would not arrive at the desired destination.

Allow about fifteen minutes for the groups to prepare and then begin the presentations. Remind the learners that they are to be polite and not talk while the role playing is going on, and that they may ask questions or make suggestions after each presentation.

SUMMARY

In this lesson the learners practiced giving and following directions by role playing situations which could occur in everyday life. This was to demonstrate to them that directions are given and followed not only at school but in occupations and at home.

Throughout the lessons the learners were able to practice both giving and following directions. They should have come to the realization that directions are important in many of life's activities.

Explain to the learners that they are actually involved in a career while they are in school because they are given assignments to complete. This is the case with anyone involved in an occupation. In order to succeed in a job, work must be completed satisfactorily, and often this means following directions. The learners should realize that by practicing giving and following directions now, they will be better prepared to handle many situations which may confront them later in life.

## Assessment Procedures

### DESCRIPTION

A multiple choice item is used to assess the achievement of the objective.

### DIRECTIONS

The learners will circle the letter in front of the school task in which directions are NOT given or followed. Assistance with the vocabulary may be given by the instructor.

### KEY

2

### DESCRIPTION

Two completion items are used to assess the achievement of the objective.

### DIRECTIONS

The learners will read the items and answer the questions posed in the items. Since the answers can vary greatly, no one answer will be considered correct.

### KEY

Instructor's satisfaction

Name_____

Date_____

Lesson 5

# ASSESSMENT ITEM

Circle the letter in front of the school task in which directions are NOT given or followed.

1. Learning long division for the first time
2. Sharpening a pencil
3. Making salt dough from a recipe
4. Learning to play a new game on the playground

Name_____

Date_____

Lesson 5

# ASSESSMENT ITEM

1. Name two job settings where directions are given. The directions can be oral, written, or with gestures.

   a.

   b.

2. Name two job settings where directions are followed. The directions can be oral, written, or with gestures.

   a.

   b.

# APPENDIX

INSTRUCTIONAL STRATEGY GUIDES

# DEMONSTRATION STRATEGY

A demonstration is "a method or a process of presenting or establishing facts."[1] A Demonstration is "the procedure of doing something in the presence of others either as a means of showing them how to do it themselves, or in order to illustrate a principle; for example, showing a group of students how to set the tilting table on a circular saw or how to prepare a certain food product, or performing an experiment in front of the class to show the expansion of metals under heat."[2]

A. Use of Demonstrations

1. To illustrate an important principle
2. To provide instruction in how to perform a particular task
3. To indicate safe operating procedures
4. To augment lecture and/or discussion sessions
5. To provide for breaks in instructional routines

B. Instructor Preparation

1. Determine the objectives of the demonstration. Make sure that a legitimate instructional need is served by the demonstration.

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[1]Carter V. Good (ed.), Dictionary of Education (New York: McGraw Hill Co., 1959), p. 161.
[2]Ibid.

2. Prepare learners for the demonstration.
   a. Introduce and use any new terminology before presenting a class demonstration.
   b. Provide motivational activities which lead into the demonstration.
   c. Announce the demonstration a class period early and assign any reading necessary to acquaint each learner with new materials and/or processes.
   d. Announce any safety precautions for which the learner should prepare in advance.
      *Example:* Students must furnish protective goggles.
3. Secure or develop the necessary apparatus, materials, audio visual materials, and specimens needed for the demonstration.
4. If necessary, obtain parental consent to perform the demonstration.
5. If necessary, solicit outside help to successfully perform the demonstration. Incorporate student help when possible.
6. Provide the necessary accommodations for handicapped learners to participate in the activity.
7. Provide the necessary accomodations for visitors to the classroom.

8. If necessary, inform your principal or other administrator.
9. Plan any follow-up activities necessary to reinforce the information delivered in the demonstration.
10. Practice the demonstration.
    a. Familiarize yourself with all steps in the demonstration.
    b. Set a tentative time limit for the demonstration and, when necessary, for the individual parts of the demonstration.
    c. Prepare an outline to follow when presenting the information to the learners.
11. Prepare a good introduction and conclusion for the demonstration. A carefully prepared introduction will ensure a good beginning and set the tone for an organized demonstration. The conclusion should contain summary statements and any information necessary for smooth transition to follow-up activities.

C. The Demonstration

1. Inform learners whether or not they are to take notes.
2. Make sure everyone can see and hear.
3. Involve as many students as possible.

4. Talk to the learners and watch for obvious feedback signs.
5. Use audio-visual material whenever possible. Simple, easily-prepared visuals can provide structure and organization for the presentation.
6. Move at a steady pace; watch the time; use the prepared outline to complete the demonstration.

The time an instructor spends preparing a demonstration is rewarded with learner enthusiasm. Well planned demonstrations are always fun, but do not forget that the instructor's proficiency is the center of attention.[3] Therefore, if a demonstration is to be used as a learning experience, prior planning is a necessity.

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[3]W. James Popham and Eva L. Baker, Systematic Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 102.

# DISCUSSION STRATEGY

Techniques of discussion are often designed as learning procedures. Some discussion sessions are "characterized by adherence to a topic, question, or problem about which the participants sincerely wish to arrive at a decision or conclusion."[4] During such sessions group discussion is usually controlled by its leadership. Other discussion sessions provide for "group discussion that moves freely and adjusts to the expressed interests and participation of the members."[5] This type does not call for any specific discussion procedure or fixed outcome. Activities described as discussion sessions may range from very rigid sessions to periods that appear more therapeutic than instructional.[6] Therefore, the fundamental consideration before choosing discussion as a teaching technique should be the objective(s) of the lesson.

Discussion strategies are not difficult to comprehend, but the inexperienced instructor may find that discussion as a teaching technique is one of the most difficult to implement.

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[4]Carter V. Good (ed.), Dictionary of Education, (New York: McGraw-Hill, 1959), p. 178.
[5]Ibid.
[6]W. James Popham and Eva L. Baker, Systematic Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970, p. 97.

A. Use of Discussion Techniques[7]

1. To exchange information
2. To form attitudes
3. To make decisions
4. To release tensions

B. Discussion Strategies

1. Before beginning a discussion, make sure that the learners have sufficient background information. This can be provided through previous lessons or preparatory information in the same lesson.
2. Prepare a list of questions to be asked, along with typical learner responses. (See Classroom Question Classification Chart.)
   a. Even in its simplest form a list of prepared questions helps prevent moments of confusion which destroy the effects of a good discussion.
   b. If a variation of an instructor-directed discussion is chosen, questions should be prepared and written for use by small groups or groups demonstrating opposing viewpoints.

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[7]J. Jeffrey Auer and Henry Lee Eubank, Handbook for Discussion Leaders, (New York: Harper and Row, 1947), pp. 8-9.

3. Advise learners to exchange ideas with other learners as well as with the instructor.
4. Tell learners that participation in a discussion carries a commitment to listen to and respect other's opinions.
    a. Respect of another opinion means accepting that opinion as a valid belief of another person.
    b. Laughter and scoffing at an opinion different from one's own tends to change a discussion session into an argument.
5. No one should be forced to participate, but everyone should have the opportunity to speak if he desires.
6. The instructor and/or discussion leader should compliment desirable behavior displayed during the discussion.
7. Make the discussion as informal as possible.
8. Arrange chairs in a comfortable manner, preferably in a circle.
9. If the discussion is to be in small groups, inform the participants to keep a reasonable noise level.
10. The instructor and/or discussion leader should direct the session with enthusiasm.

11. Do not make a discussion session too lengthy. Terminate it when all opinions have been heard.
12. If a discussion is to have a leader other than the instructor, that leader should be chosen and prepared in advance.
13. A summary statement should be provided to conclude an organized discussion. This task can be performed by the instructor or the discussion leader.

C. Discussion Leader Responsibilities

1. Ask questions which will elicit reactions, opinions, or conclusions.
2. Do not answer too many of your own questions.
3. Vary the approach to asking questions. *Example:* Ask questions to the group. Ask for a volunteer. Ask questions of a particular individual.
4. Inject differing points of view.
5. Elicit explanations from proponents of differing points of view.
6. Encourage group interplay by calling for reaction to statements made by participants.
7. Monitor the discussion to steer away from monopolizers.
8. If necessary, clarify what is said.
9. Occasionally summarize what has been said before considering other aspects of the problem. Provide

enough new or transitory material to enable the discussion to continue.

10. It might be necessary to play the role of "devil's advocate" to stimulate discussion.

11. The discussion leader and/or instructor should value and accept all contributions made by the learners and should be a model of expected behavior.

D. Variation of Group Discussion

1. Panel Discussion

a. A panel usually has three to six learners, including a chairman. Interplay between the panel members consists of agreement, support, disagreement, elaboration of points, and presentation of differing viewpoints.

b. More intense planning is necessary to successfully conduct a panel discussion because few learners have the expertise to discuss a topic in front of the rest of the class.

c. The chairman performs the responsibilities as listed in Section C.

d. After the panel has explored the topic under consideration, the chairman can open the discussion to the class. Learners can ask questions or make comments to specific panel members, or a total panel response to a

question could be requested by the chairman.

2. Symposium[8]

   a. A symposium consists of several persons (guests, learners, etc.) who hold differing points of view regarding the topic under consideration.

   b. Each participant is given a chance to briefly state his point of view; a moderator, preferably a student, then opens the meeting to the group.

   c. The symposium is particularly useful as a vehicle for committee reports.

   d. When the symposium is used as a classroom tool, those speaking should be encouraged to provide charts, diagrams, or other audio-visual material to enhance their presentations.

3. Interview Technique

   a. The interview technique is a method used in conference between an interview(s) and a respondent. Direct questioning is used to draw information from the respondent.[9] The

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[8]James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction - Materials and Methods, (New York: McGraw-Hill Book Co., 1959), p. 311.

[9]Good, op. cit., p. 298.

person from whom information is sought can be a learner or classroom visitor. The interviewer can be a learner, the instructor, or a small group including both learners and instructor.

b. Most of the important questions for which responses are sought should be decided upon by a general group discussion prior to the interview. It is also advisable to decide who will ask each question, especially if there are several interviewers.

c. After completing the formal interview, the session should be opened for class participation. The class can participate by questioning the respondent or by making further comments about certain points covered in the interview.

d. A useful variation of the interview session is one where two respondents are interviewed simultaneously. This enables interaction between the respondents, and often a question answered by one can be further developed by the other.

e. It is a good practice to have either the

respondent or an observer provide closing remarks. This responsibility should be assigned prior to the interview.

f. It is often necessary to conduct an interview outside the classroom and report back to the class. The tape recorder is a very effective tool in such cases. The instructor should review the strategies of conducting an interview with those responsible for the outside interview. It might be advisable to provide the learner with an interview form designed specifically for a particular interview.

4. Brainstorming

a. Brainstorming is a variation of group discussion often used as a first step in solving a problem or accomplishing a group objective. Brainstorming has been described as a discussion technique "giving the mind the green light."[10]

b. A brainstorming session consists of accepting ideas, phrases, words, etc. from group participants, writing them on the chalkboard, evaluating each one before deciding on

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[10]Brown, Lewis, and Harcleroad, op. cit., p. 313.

the most promising course of action.

c. The session should be conducted on a positive basis. No suggestion should be rejected because of impracticality.

5. Discussion - Debate[11]

a. Debate sessions can be best used as follow-up activities to small group discussions in which proposals with differing points of view have been identified.

b. During a debate session, two or more speakers deliberately present opposing views to the same issue.

c. No effort is made to reach a decision or to recognize common parts of differing views.

d. The instructor should tell the class that differing views help identify important issues and/or alternative approaches to a problem.

e. Some facsimile of formal debate procedures should be maintained. Each proponent should be given presentation time and time for rebuttal. Approximately equal time should be given each participant.

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[11]Good, op. cit., p. 312.

f. Ideally, the debate session should end with a summation of the issue; however, if a solution or approach must be decided upon, the issue should be informed that such a vote will be taken at the conclusion of the debate session.

g. After the debate, the class should be given a chance to participate by asking questions or providing additional input on relevant issues.

NOTE: This discussion-debate variation is not a formal debate.

Variations and/or combinations of these discussion methods are unlimited. The instructor should choose and prepare the discussion session that will provide the best vehicle for reaching the objectives of a lesson.

# GIVING DIRECTIONS STRATEGY

The average instructor spends a great amount of classroom time giving directions to learners. Yet few take time to make preparations for giving those directions. The following suggestions offer a review of common practices too often forgotten.

1. Instructors should develop the habit of giving directions only once. If it is necessary to repeat directions, a learner should assume the responsibility.
2. When giving directions, the instructor should have the attention of his audience. If directions are necessary, it is also necessary that learners offer their undivided attention.
3. The instructor should speak in a clear voice at a normal rate and volume. If the instructor recognizes that he is getting progressively louder while giving directions, the problem could stem from a failure to get the attention of the entire class.
4. The instructor should never give more information than the learners can assimilate.
5. The instructor should thoroughly understand the process to be directed before attempting to explain it to the learners. Writing down directions is often helpful.

6. Start with simple directions; gradually increase their complexity.
7. Help the learner to see a complete picture of what he is going to do or make before he begins. Examples and illustrations can clarify directions.
8. When available, use diagrams, charts, and models as aids in giving directions.
9. Organize directions into logical steps, remembering to start with the simple and work toward the complex.
10. Separate disciplinary directions (admonitions) from instructional directions.

If instructors expect their directions to be followed, they should present those directions in a carefully prepared manner. When confusion occurs, however, allow enough flexibility to remedy the problem at the time it arises.

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The above material has been adapted from Mauree Applegate, Easy in English (New York: Harper and Row, publishers, 1960), pp. 103-104.

# PANTOMIME STRATEGY

Pantomime is a process of communicating through the use of facial expressions and body movements without the use of speech, costumes, or stage props. Pantomime as a teaching technique is closely associated with the strategy of role playing and can be used to accomplish some of the same objectives.

A. Use of Pantomime

1. To develop self-awareness and/or awareness of others
2. To improve communication skills
3. To stimulate involvement
4. To relieve tensions
5. To extend role-playing techniques

B. Instructor Preparation

1. The instructor must introduce the art of pantomime with enthusiasm and sincerity. The word pantomime should be defined, discussed, and illustrated.
2. Pantomime depends upon exaggerated facial expressions and body movements. For most learners to make maximum use of exaggerated movement and expressions, the instructor must provide activities which make learners aware of common

movements and expressions. An example of such an activity is described below.

Group Relaxation Exercise

1. Have the class concentrate on tightening every muscle in the face and then completely relaxing the face muscles. After completing this sequence continue by repeating the sequence using the neck muscles, the arm muscles, the trunk muscles, etc.
2. The instructor should participate in the warming-up activities in order to provide motivation and an example for the learners.
3. Playing relaxing music during the awareness activity will often provide an atmosphere conducive to involvement.
4. Stress the importance of concentration on muscle awareness, muscle control, and external appearance of exaggerated facial expressions and/or body movements.
5. The instructor should attempt to get each learner to exaggerate expressions and movements, but he should settle for less. It is very difficult to convince students to totally relax, but it is necessary to approach pantomiming in this way.

6. From the moment the word pantomine is introduced, elicit learner support. Do not reprimand students for laughing and acting silly during the first mime activities; demonstrate the importance of supporting the mime characters.
7. After preliminary awareness exercises, the instructor should demonstrate pantomine with several thirty- to sixty-second mimes. *Example:* brushing teeth, tying shoe laces, sharpening a pencil, etc.
8. After short demonstration mimes, involve the learners in hypothetical situations by asking them to provide facial expressions which would illustrate their feelings at a particular moment. Later have them add body movement to the facial expressions.
9. Emphasize that mime characters must concentrate on what they are doing. The audience must, in turn, concentrate on what they are seeing.
10. The instructor should have an objective firmly in mind and should know exactly what he expects of his students prior to planning any pantomime.
11. The instructor should describe an idea or situation through which an objective can be

accomplished. *For example*, "You are walking down the street and suddenly you see a $20 bill lying on the sidewalk. Using pantomime, demonstrate what you would do and how you would act."

In this example only the situation has been described. The plot, movements, expressions, etc., are left to the creative imagination of the mime character.

C. Choosing the mime characters

1. Ideally, participation should be voluntary.
2. If selection of participants is necessary, handle the situation with tact. The following suggestions should be used only if appropriate with a particular group.
   a. Allow names to be suggested
   b. Let those chosen have a part in selecting others.

D. The Mime

1. The instructor should make a spontaneous decision about when to stop the pantomime.
2. Ask the mime character(s) to remain on stage to help preserve the scene for the observers.

E. Evaluation and Follow-Up Activities

1. Any evaluation or follow-up activity should be

positive. *Example*: give compliments, stress good points, ask positive questions, etc.

2. Follow-up activities are determined entirely by the target objective. If, for example, the target was to develop an awareness of others' feelings, the follow-up activity should stress differing reactions to a situation and the reasons for the differing reactions. Such a follow-up activity could be accomplished with a discussion period.

Pantomime activities can vary from short sessions that make no use of props or costumes to sophisticated productions. Both learners and instructors must become involved if the art of pantomime is to be successfully used in the classroom.

# QUESTIONING STRATEGY

Classroom questions are a typical activity. Questions can be very effective tools when used by an instructor who has planned his questioning strategy. Whether the questioning is done orally or is written, the following considerations could prove helpful.

A. Use of Questions

1. To stimulate student thinking
2. To elicit answers which can be used to check the utility of the instructional process
3. To attract attention to an important segment of a lesson

B. Questioning Strategies

1. The style and form of prepared questions should be determined by the course objective for which the question is written. If course objectives are written in behavioral terms (performance objectives), support questions are much more easily written.
2. The purpose of a question should be determined prior to its being asked.
3. Generally, an instructor should avoid questions that can be answered yes or no.

a. Bloom[12] classifies educational objectives, but questions can also be classified into six different categories ranging from knowledge of specifics to evaluation of theoretical concepts. It is generally considered better to initiate questions that require a judgment, the use of logic, or powers of reasoning. (See Classroom Question Classification Chart)

b. Use hypothetical situations and conditional questions such as What would happen if . . .? or How could . . .?

4. It is generally considered best to ask a question and then ask someone to respond rather than choosing someone to respond prior to asking a question.

5. Do not repeat questions. If a question and answer period is planned for a purpose, then all learners should be required to support the session with their undivided attention. Repeating a question will not require the learners to listen.

6. Do not repeat learner answers.

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[12]Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, (New York: David McKay Co., Inc., 1956), p. 18.

a. Encourage the learner to speak loudly and clearly.

b. The instructor may wish to repeat an answer and add or delete essential information in order to stimulate discussion, thought, and/or further learner questions.

7. Incorrect answers should always be treated as incorrect answers, but tact should be used in all such situations. Consider the source of incorrect responses before refuting them. Individual differences require that each response be handled as a unique situation. Some individuals require "soft" treatment; others need a firm response.

8. Answers can be grammatically corrected even though the answer is empirically correct. A spontaneous judgment should be made before correcting the grammatical structure of a learner's response. In some cases, it might be more damaging to the learner to be grammatically corrected than it would be for the group to be exposed to grammatical mistakes.

An instructor can stimulate almost any thought pattern desired by making effective use of questions. Some instructors may be able to spontaneously initiate questions of

quality, but most instructors need to spend time preparing questions and typical responses. Exploring this topic should produce many sources of typical questions and strategies for using them.

# ROLE-PLAYING STRATEGY

Role playing is a teaching technique which uses "the act of assuming, either in imagination or overtly, the part or function of another or others."[13] If role playing is the best method of satisfying the objective(s) of a lesson, then the following steps might prove helpful.[14]

A. Use of Role Playing

1. To develop individual confidence
2. To develop group responsibility
3. To practice decision making
4. To show casual behavioral relationships
5. To improve self-concepts
6. To relieve tensions

B. Identifying the Problem - Role playing usually focuses on a problem.

1. The role-playing situation will be readily accepted by the learners if the group identifies the problem to be studied.
2. All facets of the problem should be listed and the problem narrowed or reduced, preferably by the group, before actual role playing begins.

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[13] Carter V. Good (ed.), Dictionary of Education, (New York: McGraw-Hill Co., 1959), p. 471.

[14] Fannie R. Shaftel, Role Playing for Social Values: Decision Making in the Social Studies, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1967), pp. 65-66.

3. After selecting and reducing the problem, the instructor and/or learners need to develop the problem story. The problem story should define the situation and characters in a life-like setting.

C. Warming-up Period - If the learner group participated in the planning of all stages up to this point, then the warming-up period is simply a review before role playing.

1. Acquaint the learners with the problem, the situation, the characters, and the setting. This can be done by reading or telling the problem story.

D. Choosing the Participants

1. Ideally participation should be voluntary.
2. If selection of participants is necessary, handle the situation with tact. The following suggestions should be used only if appropriate with a particular group.
   a. Allow names to be suggested.
   b. Let those chosen have a part in selecting others.

E. Setting the Stage

1. Help participants become involved by stating

the time of day, talking about facial expressions of the characters, feelings involved, etc. Varying amounts of time should be spent with individual actors depending upon their age and maturity.

2. Prepare the observers by discussing the major concepts of the problem and the main parts to be played. The observers should be asked to determine if they think the actors are behaving in a manner true to life. They should also be asked to come up with an idea for a solution to the problem. Help the learners understand why laughing spoils role playing. It is important to emphasize that the way an actor portrays a role has no reflection upon him as a person - he is evaluated for his ability to portray the situation as true to life.

F. Role Playing

1. Time will vary according to the magnitude of the problem.
2. The purpose is to show the problem, not the solution; therefore, stop the action as soon as the problem is viewed.
3. Ask the players to remain on stage to help preserve the scene for the observers.

G. Evaluating the Action

1. Determine if the situation seemed real. If not, determine why not. Ask questions such as: (1) Could this happen in real life? (2) What would you have done in _____ place? (3) What would happen if _____?

2. Discuss possible solutions to the problem and decide which solution is best for most people.

3. If time permits and if it would be beneficial, do further role playing on the topic. Use the same actors, different actors, or the same actors in different roles. The same situation could be replayed, or it could be a continuation of that situation. Perhaps an enactment of what preceded the original situation could be developed.

H. Follow-up Activities - Activities which enhance discussion of the problem and/or solutions to the problem are always desirable. Activities chosen should involve everyone and should be compatible with the age and interests of the group. The following activities are suggestions:

1. Art project
2. Large or small discussion groups
3. Interviews

4. Use of Audio Visual materials
5. Field trips
6. Oral or written reports
7. Role playing of same or similar subject at a later date

Role playing is no panacea, but it does offer teachers a technique adaptable to many classroom situations. Role playing should not be considered an effortless technique, since successful role playing requires a great deal of thought and preparation. Learners and instructors can find role playing a rewarding experience if they prepare and participate.

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